

Interpersonal Communication (IC/RS)

Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively.

Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

e., ee., eee. Demonstrate refusal and negotiation skills to enhance health.

National Health Education Standard 5

Characteristics of Student Work

This skill category evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low—providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health—to high—demonstrating the use of appropriate communication techniques to exchange information effectively.

Skill Cues for Interpersonal Communication

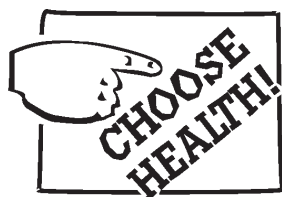
- shares information
 - + clear, organized ideas or beliefs
- constructively expresses preferences, feelings, and needs
 - + uses "I" messages
 - + tone—respectful vs. aggressive and confrontational
- uses language expressively and persuasively
 - + body language supports message
 - + shows awareness of audience

Skill Cues for Refusal

- uses language expressively and persuasively
- clear no and supporting body language
- constructively expresses preferences, feelings, and needs
- suggests an alternative and builds relationship

Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.



Advocacy (AV)

Vermont Standard 1.15

Students use verbal and nonverbal skills to express themselves effectively. This is evident when students:

- e. Use language expressively and persuasively.

Vermont Standard 5.15

Students design and create media products that successfully communicate.

National Health Education Standard 7

Characteristics of Student Work

This skill category evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low—where the student shows little evidence of attempting to argue for a health-related position—to high—where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

Skill Cues for Advocacy

- takes a clear, health-enhancing stand/position
- supports the position with relevant information
- shows awareness of audience
- encourages others to make healthy choices
- demonstrates passion/conviction

Generic Skills Rubric

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Problem Solving & Conflict Resolution (PS&CR)

Vermont Standard 3.12

Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Characteristics of Student Work

This skill category evaluates students' ability to use problem-solving, mediation, and/or conflict resolution skills. The quality of student responses may vary from low—showing little or no evidence of the need to solve a problem or resolve a conflict—to high—showing reflection and a progression through the problem-solving process that results in an agreed-upon solution.

Skill Cues for Problem Solving

- names the problem/conflict
- seeks information from reliable sources
- explores a variety of solutions
- solves the problem

Skill Cues for Mediation and Conflict Resolution

- shows progression through a conflict resolution process
 - + agrees to negotiate
 - remains calm
 - uses "I" messages
 - agrees to be respectful
 - + names the conflict/problem
 - hears differing points of view
 - listens to the feelings of the other person
 - identifies individual and shared needs
 - + lists solutions to the conflict
 - + evaluates solutions
 - + agrees on a solution
 - + develops steps to action
 - + tries out solution and re-evaluates

Generic Skills Rubric

- | | |
|---|---|
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| 1 | The response shows little or no evidence of the ability to apply health skills. |



Respect

Vermont Standard 3.3

Students demonstrate respect for themselves and others.

Characteristics of Student Work

This skill category evaluates students' ability to be respectful of self and others. The quality of student responses may vary from low—providing little or no evidence of the need to be respectful or the ability to demonstrate respect—to high—demonstrating empathy and positive interactions.

Skill Cues for Respect

- demonstrates kind and caring manner toward self and others
- shows consideration for self and others
- empathetic to other people's feelings and ideas
- demonstrates positive interactions with others
 - + polite tone
 - + uses assertive rather than aggressive and confrontational communication skills
 - + listens attentively

Generic Skills Rubric

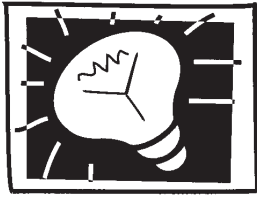
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The response shows little or no evidence of the ability to apply health skills.



The
Rubrics

Core Concepts (CC)

Vermont Standard 3.4

Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Vermont Standard 3.5

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Vermont Standard 7.14

Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

National Health Education Standard 1

Characteristics of Student Work

Core concepts are linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

Key Criteria

- provides accurate and comprehensive information
- shows relationships among concepts
- draws conclusions

Concepts Rubric

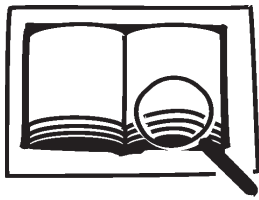
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The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.

The response identifies relationships among two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.

The response presents accurate information about the relationships among health concepts, but the response is incomplete and there are some inaccuracies.

The response addresses the assigned task, but provides little or no accurate information about the relationships among health concepts.



Accessing Information (AI)

Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

- c., cc., ccc. Demonstrate the ability to identify, utilize, and/or evaluate resources from home, school, and/or community that provide valid health information.

National Health Education Standard 2

Characteristics of Student Work

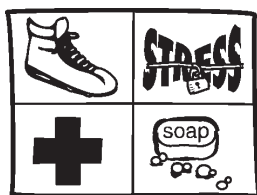
This skill category evaluates students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low—providing little or no evidence that appropriate sources of health information have been accessed—to high—providing considerable evidence that the student understands what considerations should apply when evaluating health information or selecting a health-related product or service.

Skill Cues for Accessing Information

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

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Healthy Choices/Self Management (HC/SM)

Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others.

National Health Education Standard 3

Characteristics of Student Work

This skill category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. The quality of student responses may vary from low—providing little or no evidence of healthy choices—to high—providing considerable evidence of the need to practice health-enhancing behaviors, e.g. wearing seatbelts/helmets, stress management, first aid and safety procedures, selecting a healthy diet.

Skill Cues for Healthy Choices/Self Management

- identifies healthy behaviors
- demonstrates healthy behaviors, habits, and/or techniques
- identifies protective behaviors
- lists steps in correct order, if appropriate

Generic Skills Rubric

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1	The response shows little or no evidence of the ability to apply health skills.



Goal Setting (GS)

Vermont Standard 3.5

Students make informed healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

b., bb., bbb. Develop a personal plan for health.

National Health Education Standard 6

Characteristics of Student Work

This skill category evaluates the ability to use goal setting to enhance health. The quality of student responses may vary from low—showing little or no recognition of the need to set a goal—to high—showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan.

Skill Cues for Goal Setting

- shows clear progression through a goal-setting process
 - + clear goal statement
 - + identifies realistic goal
 - + plans for reaching goal
 - + evaluates or reflects on action

Generic Skills Rubric

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Decision Making (DM)

Vermont Standard 3.7

Students make informed decisions.

National Health Education Standard 6

Characteristics of Student Work

This skill category evaluates students' ability to use decision making and to analyze the influence of internal and external elements on healthy choices. The quality of student responses may vary from low—showing little or no recognition of the need to make a decision—to high—showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision.

Skill Cues for Decision Making

- personalized
- shows progression through a decision-making process
 - + identifies the decision to be made
 - + considers options and consequences
 - + seeks information and bases decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources
 - + takes action or makes decision
 - + evaluates or reflects on action
- identifies and analyzes internal as well as external factors that may influence decisions

Generic Skills Rubric

4
3
2
1

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The response shows little or no evidence of the ability to apply health skills.



Media Literacy (ML)

Vermont Standard 5.14

Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Characteristics of Student Work

This skill category evaluates students' ability to analyze media messages. The quality of student responses may vary from low—showing little or no evidence of an interpretation of media messages—to high—demonstrating the competency to understand, analyze, and evaluate media messages.

Skill Cues for Media Literacy

- analyzes, interprets, and/or evaluates the effects and influences of media messages
- supports judgments about what is seen and heard
- compares what is seen and heard in the media to personal life
- explains effects of point of view and bias in the media

Generic Skills Rubric

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